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ABSTRACT

This manual presents New Mexico state guidelines for the assessment and evaluation of preschool children who are culturally and linguistically diverse, and focuses on the principles of parent participation and nondiscriminatory evaluation as defined in the Individuals with Disabilities Education Act and the New Mexico Administrative Codes. A discussion of recommended practices reviews the literature on family participation, the assessment of cultural factors, language assessment, evaluation procedures, and report writing. The New Mexico definition of "developmentally delayed" is presented. The next section presents the specific assessment/evaluation guidelines concerned with: (1) referral and screening considerations (family, child, considerations of learning difficulties, early developmental opportunities, poverty, and decision making); (2) language assessment (language dominance, language proficiency); (3) acculturation and ethnic identity (family, child, school, community); (4) determining language/s of assessment; (5) translator/interpreter considerations (role of the interpreter/translator, types of interpretation/translation, qualifications, and considerations for modifying and adapting traditional practices; (6) non-discriminatory evaluation procedures; and (7) report writing (format, interpretation, recommendations). Appendices provide information on models of language proficiency, theories of second language acquisition, and assessment forms. (Contains 54 references.) (DB)

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Technical Assistance Document for the Assessment and Evaluation of Preschool Children who are Culturally and Linguistically Diverse

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INTRODUCTION

The challenges associated with the assessment and evaluation of children who are culturally and linguistically diverse (CLD) have only recently emerged in the field of early childhood special education (Barona & Barona, 1996; Cohen & Spenciner, 1994; McLean, 1997; Meller & Ohr, 1996). In reviewing the literature, Billings, Pearson, Gill, & Shureen (1997) present three questions which represent the most challenging aspects of evaluating CLD preschool children.

1. **What is the influence of culture on early development?**
2. **How can we accurately identify language delays in children who speak a language other than English?**
3. **What are the best assessment and evaluation procedures for preschool children from diverse family backgrounds?**

Historically, studies have determined that bias during the assessment and evaluation process has significantly contributed to the over and under representation of CLD children in special education programs (Campbell, 1992; Deno, 1970; Dunn, 1968; Garcia & Yates, 1986; Levin, 1982; Mercer, 1973; Salomone, 1986). Today, procedural safeguards exist in the form of the nondiscriminatory evaluation principle, embedded within the Individuals with Disabilities Education Act (IDEA) of 1997. This principle is established to reduce bias in the identification, evaluation, and placement of CLD children in special education programs. The purpose of this technical assistance document is to provide evaluators with guidelines for evaluating CLD preschool children. These "Best Practices" are founded on the nondiscriminatory principle of IDEA and New Mexico Administrative Codes (NMAC).

Procedural Safeguards for the Evaluation of CLD Preschool Children

Both IDEA and the NMAC are designed to assist local educational agencies and professionals in appropriately identifying, evaluating, and serving children with disabilities in New Mexico. This technical assistance document will focus on the principles of parent participation and nondiscriminatory evaluation as defined in IDEA and the NMAC, and as they relate to the evaluation of CLD preschool children.

Principle of Parent Participation

Parent participation in the evaluation of their child is not only an ethically sound consideration, it is mandated under both IDEA and the NMAC. Specifically, both affirm that parents be provided the opportunity to participate in the identification, evaluation, and educational placement of their child, as outlined in Table 1.

Table 1

Procedural Safeguards for Parent Participation as Mandated by IDEA

Procedural Safeguard	Regulation	Description
Identification	34 CRF Sec. 300.501(a)(2) 6.31.2.13 (C) NMAC	Parents expertise valued in the decision making process.
Assessment and Evaluation	34 CFR Sec. 300.501(2)(c) 6.31.2.13 (C) NMAC	Parents actively participate in the evaluation of their child.
Educational Placement	34 CFR Sec. 300.501(3) 6.31.2.13 (C) NMAC	Parents contribute to the placement decisions.

Note: Procedural Safeguards mandated by the Individuals with Disabilities Education Act Amendments of 1997 and New Mexico Administrative Codes (2000).

For CLD preschool children, these mandates reaffirm that children are best understood within the context of their family. Essential considerations such as the cultural and linguistic context of each family can be recognized and by doing so, evaluators can consider the effects of these variables on the selection of evaluation procedures, and the interpretation of evaluation results. These considerations are critical in that experiences children bring to the evaluation setting can affect their attitudes toward the assessment environment, the examiner, and the purpose of the assessment (Sattler, 1988). The proper consideration of cultural and linguistic factors are essential in reducing bias in the evaluation of CLD preschool children.

Principle of Nondiscriminatory Evaluation

IDEA and NMAC mandate that evaluations be conducted using nondiscriminatory strategies and procedures. For CLD preschool children, these procedural safeguards assure that evaluations are conducted in the language primarily used by the child. Furthermore, tests and other materials selected by evaluators must not be culturally or racially biased towards the specific child being evaluated.

Broadly speaking, the principle of nondiscriminatory evaluation ensures unbiased, multifaceted, multidisciplinary, and professionally sound evaluations (Turnbull, Turnbull, Shank & Leal, 1999). Table 2 highlights the specific mandates under both IDEA and NMAC, which constitute the essential safeguards guiding evaluators in the implementation of nondiscriminatory evaluation practices in New Mexico.

Table 2

Procedural Safeguards for Nondiscriminatory Evaluation Mandated by IDEA and NMAC

Procedural Safeguards	Regulation	Description
Tests and Evaluation Procedures	34 CFR Sec. 300.532(a)(1)(i) 6.31.2.10 (E)(1) NMAC	Not to be discriminatory on a racial or cultural bias.
Language of Administration	34 CFR Sec. 300.532(a)(1)(ii) 6.31.2.10 (E)(1),(3) NMAC	Evaluation conducted in child's native language.
Language Proficiency	6.31.2.10 (E)(3) NMAC	Information about a child's language proficiency must be considered prior to conducting the evaluation.
Appropriateness of Tests and Materials	34 CFR Sec. 300.532(2)	Measure the extent to which a child has a disability, rather than language abilities.
Multiple Measures	34 CFR Sec. 300.532(2)(b), (f)	A variety of tools and strategies used. (No single procedure used to determine eligibility).
Personnel	6.31.2.10 (E) (4) NMAC	Persons assessing CLD children shall consult with appropriate professional standards to ensure that evaluations are not discriminatory.
Multiple Sources	34 CFR Sec. 300.7 6.31.2.10 (F)(1)(a) NMAC	Professionals gather information from multiple sources.

Note: Evaluation Procedures as defined in the Individuals with Disabilities Education Act Amendments of 1997; and Special Education Regulations as defined by the New Mexico Administrative Codes, (2000).

For CLD preschool children, Barona & Barona (1991) state that nondiscriminatory evaluation involves considering and appropriately assessing developmental, cultural, and linguistic factors. Hernandez (1994) reminds evaluators that conducting evaluations in a nondiscriminatory manner is often confounded due to the lack of assessment tools which accurately take into consideration the cultural, linguistic, and experiential factors CLD preschool children bring to the evaluation setting. Based on

such concerns, evaluators must begin to employ eva uation strategies and procedures of a broader scope than those traditionally used (Turnbull, Turnbull, Shank & Leal, 1999).

Researchers in both general and special education have recently stressed the importance of providing services to children in culturally sensitive ways that respect, acknowledge, and promote their diversity and strengths (Banks, 1994; Harry, 1992; Lynch & Hansen, 1992; Procidano & Fischer, 1992). Hanson, Bynch, and Wayan (1990) state that "perhaps no set of programs or services interact with cultural views and values more than early intervention, because of the focus on the very young child with a disability, and the family."

Although professional organizations (Council for Exceptional Children, Division of Early Childhood, and the American Speech Hearing Association) have developed ethical guidelines for working with CLD children, there is still a lack of litigation mandating or outlining specific procedures for assessing the unique cultural and linguistic variables of children. Furthermore, as more English Language Learners (ELL) enter early childhood programs, evaluators must possess the skills necessary for accurately assessing children's language proficiency and overall development (McLaughlin, Gessi-Blanchard, & Osanai, 1995). This is especially important for CLD children who are referred to early childhood special education programs for possible developmental delays. This is due to the fact that more often than not, the critical issues evaluators most often face are distinguishing a language difference from a language disorder (Roseberry-Mckibbin, 1995) and/or acculturative stress/conflict versus developmental social delays (i.e., Vázquez, 1990).

Recommended Practices for the Evaluation of CLD Preschool Children

Family Participation

When evaluators are faced with the complex challenges of evaluating CLD preschool children, family participation becomes an important component. Family participation is essential in addressing the unique cultural, linguistic, and developmental experiences influencing their child's development. Brown & Barrera (1997) state that "assessment must view children in the context of family, and families in the context of the communities in which they live". As such, the challenge is to extend family participation beyond that of solely being recipients of information to essential team members in the evaluation and decision-making process of their child.

In a paper submitted to the Culturally and Linguistically Appropriate Services (CLAS), Early Childhood Research Institute, McLean (1998) states that "while the DEC recommendations are not inappropriate, important practices should be added that take into account the cultural and linguistic variables children bring to the evaluation setting." With regards to family participation, McLean (1998) states that "prior to assessment, professionals should gather information in order to determine whether a child should be referred for assessment for special education, or whether a child's patterns of development and behavior can be explained by language or cultural differences."

Professionals in the field of multicultural counseling and psychology (MCP) (i.e., Ponterotto, Casas, Suzuki, & Alexander, 1995; Suzuki, Meller, & Ponterotto, 1996) assert that the parent interview is critical in identifying families' perceptions. The family interview is designed to impact an evaluator's responsibility to develop a comprehensive

profile of a child's strengths and needs within the context of the family. As such, information collected by evaluators during the family interview may suggest how evaluators can best serve families in culturally sensitive ways.

To reduce cultural and linguistic bias, attention must be given to the cultural context of families and their children. This includes identifying the families' values, beliefs, language dominance, and overall perceptions and expectations of the evaluation process. Unfortunately, information specific to families is often limited to case history forms, which solicits parent responses to questions that educators have determined most useful in fulfilling the evaluation process (De Leon & Flores, 1999). As Brown and Barerra (1997) stress "parents want a role in the assessment process beyond providing a case history, answering developmental questions, and completing self-report instrument(s)." Thus, interviews and informal questioning of developmental, cultural, and linguistic information need to be ascertained. Therefore, the mission of evaluators is to broaden the traditional definition of family participation as defined by IDEA, and more importantly, to actively implement the spirit of the law as it relates to the participation and validation of families' knowledge, expertise, and expectations of their child.

Multicultural counseling and psychology literature refers to families' cultural context as an individual's "worldview" (i.e., Sue & Sue, 1990). Ibrahim et al. (1994) perceived worldview as the "lens" through which people interpret the world. If evaluators are insensitive or lack the knowledge, experience, and training to adequately account for the cultural and linguistic needs of children, biasing conditions may surface during the assessment and evaluation process (Suzuki, et. al., 1996). This bias includes (a) misperceptions between evaluators and examinees; (b) cross-cultural stereotyping; (c)

miscommunication; and ultimately (d) assessment bias resulting in inappropriate referrals, test interpretations, and placements in special education programs (Chamberlain & Medinos-Landurand, 1991).

Assessment of Culture

Recommended practices for assessing cultural factors have been developed by professional organizations, however, there is failure to describe what encompasses these factors. These factors include:

1. **Worldview (i.e., Sue, Ivey, & Pedersen (1996); Sue & Sue, 1990).**
2. **Ethnic identity (i.e., Sue & Sue, 1990; Ponterrotto & Pedersen, (1993).**
3. **Acculturation (i.e., Redfield, Lenton, & Herskovits, 1936).**

Worldview, in essence, is a taking into account an individual's social, economic, political climate, their family influences, personal characteristics & experiences, gender and sexuality, cultural background, and spirituality (i.e., Sue, Ivey, & Pedersen, 1996). These factors impact how an individual will view various situations in their own lives.

Along with worldview is a developmental approach to understanding "one's beliefs and attitudes toward themselves, toward members of different minorities, and members of the dominant group" (Sue & Sue, 1990). This type of information assists in determining how individuals will view teachers, schooling, and even family situations.

> **Acculturation, as defined by Redfield, R., Lenton, R., & Herskovits, M.J. (1936) is "a phenomena which results when groups of individuals having different cultures come into continuous first hand contact with subsequent changes in the original cultural patterns of either or both groups."**

Padilla (1980) described a process of acculturation and suggested that the process could occur at the individual or group level. An individual or group first comes into contact with a culture that is different from their own. For CLD preschool children, this may occur when entering an environment such as an evaluation setting or preschool program.

The next phase in the acculturative process is conflict, also known as acculturative stress. During this phase, individuals become aware of differences in various cultural factors different from their own. Examples may include language use in the home versus the school.

There are three components of the third phase, adaptation. The first is adjustment, which encompasses individuals taking on the dominant cultures values, beliefs and language, at the expense of their native culture. Second, there is reaction, which refers to the individual reacting to the acculturative process and maintaining native cultural traditions, values, and language, while maintaining contact with the dominant culture. Lastly, segregation refers to physically and/or psychologically removing of ones self from the dominant cultures influences. López (1997) points out, however, that children may not freely choose their form of adaptation, rather, the means of adapting may be imposed by parents. Thus, assessing for these factors for both the family and the child are critical.

Factors in acculturation instruments include language (familiarity, usage, and preference), ethnic identity and generation, reading, writing (play experiences for preschool age children) and cultural exposure, as well as ethnic interaction (i.e., Vázquez, 1990). For preschool age children, the assessment of how culture and language shape

both development and play experiences is essential in understanding children from diverse family backgrounds.

Assessment of Language

Given the responsibility of evaluating CLD children, evaluators are faced with the complicated task of determining the language or language(s) in which a child is most proficient. At best, this process is a complicated and controversial task (de Valenzuela & Cervantes, 1998). De León and Flores (1999) assert that traditionally, linguistic information often takes on a "minimal" at best approach during the evaluation of CLD children. Specifically, evaluators rely solely on home language surveys to describe the depth of a child's language experiences and abilities. McLean (1997) states that "it is essential that appropriate procedures are followed to determine which language should be used in assessing the child, and to understand the impact of second language acquisition on the child's development and performance in the home and early childhood setting."

Though many professional organizations recognize the need to consider the linguistic needs of CLD preschool children, only CEC and ASHA have recommended that all testing be conducted in the dominant language of the child. The fact that CEC and ASHA have taken such profound actions should come as no surprise in that both organizations have had a significant impact on the evolution of IDEA since 1975.

It has been well documented (Baca & Cervantes 1998, Hamayan & Damico, 1991 De León & Cole 1994) that critical to effective instruction for CLD preschool children is the determination and selection of the appropriate language or languages of instruction. For CLD children who have also been identified as developmentally delayed, determining the language or languages of instruction is a critical aspect in developing

individualized education programs (IEPs) or individual family service plan (IFSPs) that are culturally and linguistically appropriate.

Evaluation Procedures

With the reauthorization of IDEA, the definition and eligibility criteria for the category of Developmentally Delayed has changed. Specifically, the regulations state:

> **DEVELOPMENTALLY DELAYED** *means a child ages three through nine (a) with documented delays in development which are at least two standard deviations or 30 percent below chronological age, or (b) who in the professional judgment of one or more qualified evaluators and the IEP team needs special education or related services in at least one of the following five areas: receptive or expressive language, cognitive abilities, gross and/or fine motor functioning, social or emotional development, or self-help/adaptive functioning. [6.31.2.7(C)(5) NMAC]*

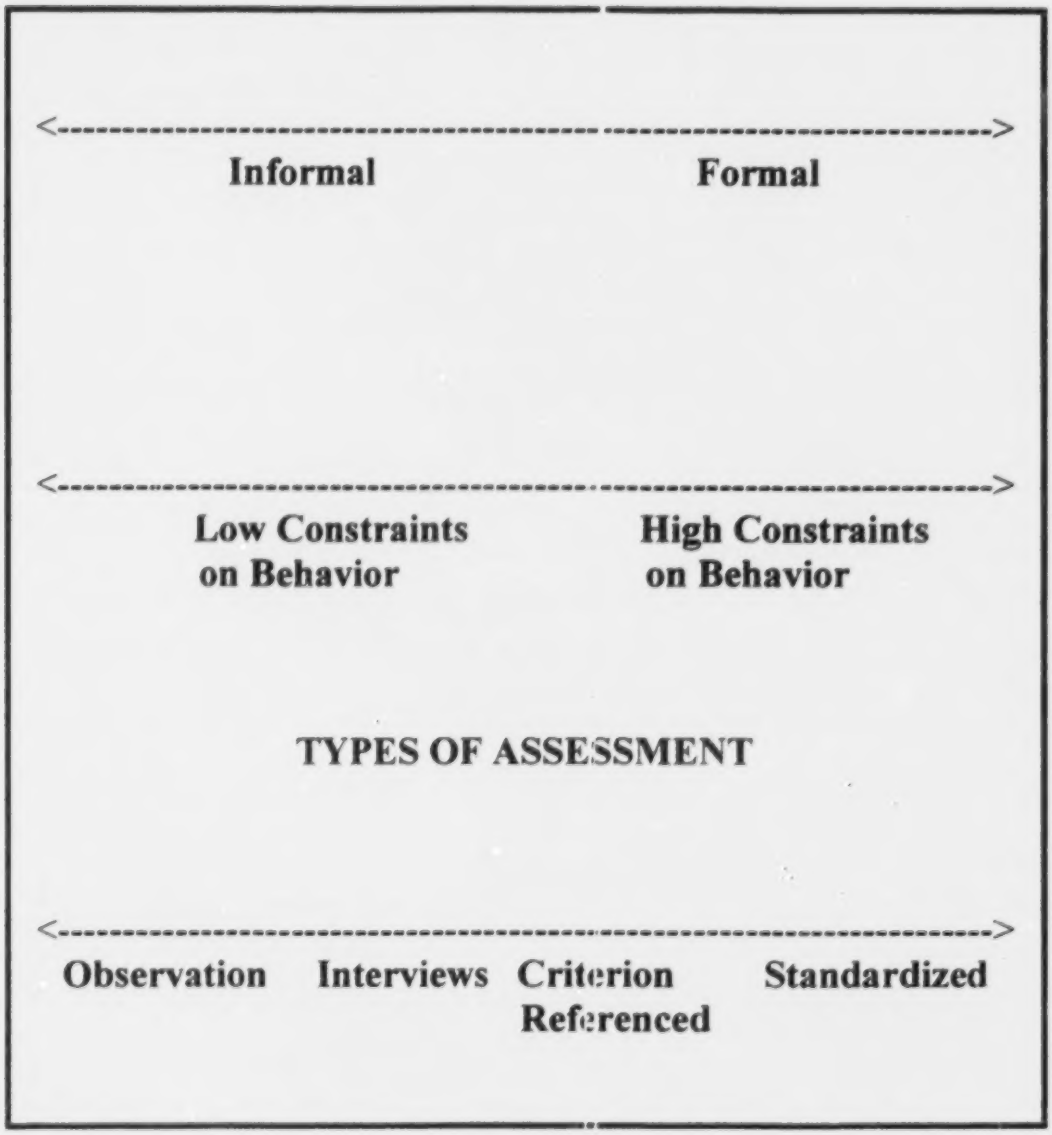
Based on the new eligibility criteria adopted by the state of New Mexico, it is imperative that evaluators recognize that standardized tests need not be the driving force behind the evaluation of CLD children, much less the evaluation of preschool children who are culturally and linguistically diverse. There must be a conscious effort to utilize the 30 percent criteria as well as professional judgment for eligibility determination. Without such shifts in eligibility determination, CLD preschool children are at a greater risk of being misidentified for special education and related services.

The issues and challenges associated with the assessment of young children's competencies have had a long-standing history of discussion in the literature (Paget,

1990). Because of such exposure, professional organizations committed to the education of young children have established guidelines and recommended practices for the assessment and evaluation of these children.

In 1987, the National Association for the Education of Young Children (NAEYC) adopted what is now the NAEYC Position statement on standardized testing of young children 3 through 8 years of age. The purpose of the position statement was not to advocate banning the use of standardized tests, but rather to remind evaluators that the purpose of testing must be to improve services for children and ensure that children benefit from their educational experiences (NAEYC, 1988). Furthermore, evaluator's selection of both formal and informal assessment procedures must be based on the extent to which they contribute to improving services and outcomes for children. Figure 1 provides evaluators with a conceptual model of understanding how possible behavioral constraints [culturally specific knowledge vs. societal (developmental) norms] are directly affected by the strategies and procedures selected by evaluators during the assessment process.

Figure 1. Assessment and Evaluation Continuum



Informal **Formal**

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Low Constraints on Behavior **High Constraints on Behavior**

TYPES OF ASSESSMENT

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Observation **Interviews** **Criterion Referenced** **Standardized**

Adapted from Teale, Hiebert, & Chittenden, 1987; Hegland & Hills, 1988.

Report Writing

For CLD children who have been identified as developmentally delayed, the care evaluators place on developing evaluation reports is heightened due to the unique cultural and linguistic experiences CLD preschool children bring to the evaluation setting. Evaluation reports developed for CLD preschool children must take into consideration a child's cultural background as it relates to learning, as well as their language dominance and proficiency in their first (L1) and second (L2) language.

Hoy and Gregg (1994), state that there must be a great deal of discussion and care by the individuals writing evaluation reports. They further assert that, "recommendations should never be canned statements that can generalize to all individuals". Evaluation recommendations should describe realistic and practical intervention goals and treatment strategies that are reflective of a child's immediate needs (Sattler, 1988). Evaluation reports must guide families and staff in the development of (a) a child's (L1) and (L2) language, (b) cultural appropriate learning environments, (c) support services utilizing bilingual staff and appropriate programs, and (d) specific interventions targeting the developmental delay(s).

For CLD children who are routinely assessed, it is imperative that evaluations are immediately useful in assisting the family and educational staff in identifying appropriate special education services and supports. For CLD preschool children evaluation reports must therefore take into consideration the cultural, linguistic, and developmental aspects of a child's experiences. This is of particular importance in such places as New Mexico, where Hispanic and Native American preschool children, make-up more than 60% of the total preschool population receiving special education services.

The following section of this technical assistance document is designed to assist evaluators in selecting appropriate evaluation strategies and procedures that are culturally, linguistically, and developmentally appropriate for each individual child evaluated in New Mexico.

Recommended Guidelines for the Assessment and Evaluation of Preschool Children who are Culturally and Linguistically Diverse

I. Referral and Screening Considerations (Adapted from IDEA, 1997)

Family

- Priorities, strengths, and concerns for their child have been identified.
- General cultural values, beliefs, and practices have been identified.
- Language use in the home and community has been identified.
- Exposure and use of first (L1) and second language (L2) has been described.

Child

- World view assessed (i.e., Is the child demonstrating cultural values, behaviors and language abilities different from that of his/her parents?)
- Language dominance identified.
- Exposure and use of first (L1) and second language (L2) has been described.
- Developmental strengths, emerging skills, and needs identified (screening, parent report, observation, etc.).

Note: The following considerations must be addressed by early childhood referral teams to ensure that CLD preschool children are properly referred for special education evaluation.

Considerations of Learning Difficulties (From Barrera, I., 1995)

- Loss of competence and self-confidence stemming from shaming and unfamiliarity with communicative strategies, behaviors and expectations within an early childhood setting.
- Limited English Proficiency.
- Diversity in funds of knowledge (Culturally Specific Learning).

Early Developmental Opportunities (Adapted from Barrera, I., 1995)

- There is consistent positive emotional support from one or more adults within the home/family setting.
- Regular opportunities to play however that is defined by a group.
- There are opportunities for safe exploration of the child's surrounding environment.
- Positive mentoring interactions with adults, siblings, and other individuals for the purpose of teaching about future roles and responsibilities are evident.
- Freedom form overwhelming trauma.

Poverty (From Barrera, I., 1995)

- Evidence of family income.
- Family size compared to income.
- Educational levels of parents.
- Occupation of parents.
- Participation in school lunch program.
- Evidence of need for outside assistance (e.g., welfare assistance)
- Stability of living conditions (e.g., mobility, change in caregivers)
- Degree of access to extended family and larger community.

Note: If it is determined by the early childhood referral team that one or a combination of the previously mentioned variables and considerations are the primary reasons for concern, the referral team must look for other family/child supports in the community.

Decision Making "To Refer or Not to Refer"

Barrera, (1995) asserts that two basic rules of thumb shape decisions regarding the need to refer young children to special education. They are:

- If diversity or deficit is determined to be present, they should be addressed first, prior to formal referral for special education evaluation.
- If learning/developmental difficulties persist after diversity and deficit have been addressed, formal referral for special education evaluation should be initiated.

II. Language Assessment (From Flores, J.P. & López, E.J., (In Progress).

Note: Utilize language data collected during the referral process as a starting point for assessing language.

Language Dominance

- Use a combination of the following assessment procedures to determine language dominance (home language survey, direct observation, parent report). ***See Appendix F-G.***

Language Proficiency

Note: Language information collected to determine language dominance will serve as the starting point for assessing a child's L1 and L2 abilities.

- Based on child's developmental strengths and needs as well as evaluator-child rapport, determine what evaluation procedures (formal and/or informal) will provide the most accurate estimate of a child's L1 and L2 abilities. See ***Appendix F & G***
- Direct assessment and functional analysis of language is critical for describing how a child uses L1 and L2 during naturalistic play experiences. This includes

observations of parent-child, child-child, child-sibling, and child-evaluator. ***Data should be gathered across as many combinations as possible.***

- Interpret all formal and informal language data in functional terms using a second language acquisition model. ***See Appendix A-D***

Note: The interpretation piece is critical to appropriate program planning and ongoing language assessment for preschool children who are culturally and linguistically diverse.

III. Acculturation and Ethnic Identity (Adapted from Ortiz, S., 1998)

Note: Utilize cultural and linguistic data collected during the referral process as a starting point for assessing acculturation and ethnic identity.

Family

- Explore and validate worldview in more depth.
- Ethnic identity, level of acculturation, education and SES discussed in depth through the family interview.
- Fluency, language dominance, proficiency, and dialect explored.
- Perceptions of school and staff explored.
- Expectations of school and staff have explored.

Child

- Play experiences within the home and neighborhood has been explored.
- Worldview assessed (Does the child demonstrate cultural as well as linguistic behaviors different from that of his parents? If so, explore these differences with the family).

School

- Cultural relevance and consistency of the curriculum has been explored.
- Teaching/intervention strategies, style, attitudes, expectations of the family and staff are culturally sensitive and appropriate for each child.
- System (district, school, and classroom) attitudes regarding culturally and linguistically diverse children are appropriate for families and their children.

Community

- General demographic diversity within the community explored.
- Parent's role/positions in the community identified.
- Match between parents/childs culture and language.
- Community's attitude towards child's cultural and linguistic characteristics valued and acknowledged.
- Opportunities for expression of cultural practices and beliefs within the community explored. ***See Appendix E***

IV. Determining Language(s) of Assessment (Adapted from Ortiz, S., 1998)

Note: Evaluation must be conducted in the child's native language 34 CFR Sec. 300.532(a)(1)(ii), and 6.31.2.10 (E) (1), (3) NMAC. Theses are the guiding principle for determining the language(s) of assessment.

- For Type 1 (Monolingual in L1)
  Evaluation must be conducted in child's primary language.

- For Type 2 (Dominant in L1 with emerging language abilities in L2)
  Evaluation must be conducted in child's primary language. L2 should be used to the extent of a child's proficiency. Especially useful for program planning and developing English as a second language.

- For Type 3 (True Bilingual)
  Evaluation must be conducted in both L1 and L2 across all formal and informal procedures selected by the evaluator.

- For Type 4 (Dominant L2 with Limited L1 language skills)
- Evaluation must be conducted in the dominant language of the child (L2). However, it is critical for evaluators to utilize a child's first language to respond to formal and informal evaluation procedures.
  This serves as a further procedural safeguard in distinguishing between a language difference vs. a language disorder.

- For Type 5 (Monolingual in L2)
  Evaluation must be conducted in the dominant language of the child. Consult with the families as to the importance of cultural and linguistic enrichment.

V. Translator/Interpreter Considerations

(From Langdon, H.W., & Others 1994).

Role of the Interpreter/Translator

- Reliability and validity of evaluation results are impacted by the language abilities of the I/T. This should be noted in the report and implications of results discussed.
- **Use caution regarding confidentiality and dual roles for I/T.**
- Gather information pertinent to the assessment process.
- Assist in the assessment process (e.g., guided interview, assist in the administration of formal and informal evaluation procedures, assist in the interpretation of data).
- Assist in the reporting of information to family and staff.
- Translate written information for and from the family.

Types of Interpretation/Translation

- Consecutive Interpretation
  First (L1) to second (L2) language interpretation/translation following a short pause
- Simultaneous Interpretation
  As he/she hears the message, the message is interpreted/translated.

Note: When local education agencies, early childhood programs, and evaluators choose not to utilize trained interpreters/translators, evaluation results must be viewed as questionable at best.

Qualifications of the Interpreter/Translator

- High degree of oral and written proficiency in both L1 and l2.
  (The written requirement may not be appropriate for Native American populations).
- Ability to convey meaning from one language to the other without loosing the essence of the message or request.
- Sensitivity to the speaker's style.
- Ability to adjust to linguistic variations within different communities (e.g., northern New Mexico vs. borderlands of New Mexico).
- Knowledge about the cultures of the people who speak the language.
- Familiarity with the specific terminology used in the assessment, evaluation, and IEP/IFSP setting).
- Understand their function and role within the evaluation team.

Considerations for Modifying and Adapting Traditional Practices

- Utilize the best formal and informal evaluation procedures for CLD preschool children.
- When necessary adapt test items, content, stimuli, administration, or performance criteria as necessary for CLD preschool population.
  If standardization has been violated, this should be noted and information must be reported in terms of strengths, emerging skills, and needs. In this case, DO NOT REPORT STANDARD SCORES.
  Interpret evaluation results within the context of cultural and linguistic considerations.
- Use theoretically based approaches designed to reduce bias in the assessment and evaluation of CLD preschool children.

VI. Non-Discriminatory Evaluation Procedures

(From Flores, J.P. & López, E.J., (In Progress).

- Tests and evaluation procedures are not to be discriminatory on a racial or cultural basis 34 CFR Sec. 300.532(a)(1)(i) and 6.31.2.10 (E)(1) NMAC.
- Evaluations must be conducted in the child's native language 34 CFR Sec. 300.532(a)(1)(ii) and 6.31.2.1(E)(1), (3) NMAC.
- For eligibility determination, formal and informal evaluation materials must measure the extent to which a child has a disability, rather than their language abilities 34 CFR Sec. 300.532(2). **(This includes issues of acculturation)**.
- Multiple measures must be utilized as part of the evaluation process. No single procedure can be used for eligibility determination 34 CFR Sec. 300.532(2)(b), (f).
- Professionals must gather information from multiple sources 34 CFR Sec. 300.532(2)(f) and 6.31.2.10 (F)(1)(a) NMAC.

VII. Report Writing (From Flores, J.P. & Lopez, E.J., (In Progress).

Format

- Evaluation reports organized by developmental/functional domains.

Interpretation

- Results are immediately useful for developing goals and objectives.
- Results are understandable and useful to families.
- Child's developmental strengths, priorities, and needs reported.
- Test limitations reported.
- Findings and interpretations regarding the interrelatedness of variables reported (e.g. culture, language, and development).
- Reports include a description of child's receptive and expressive language abilities in their (L1) and (L2).
- Comparison of (L1) and (L2) abilities should be as specific as possible.
- Consideration of second language acquisition process and relationship to the possible developmental delay discussed.

Recommendations

- Activities provided to the family.
- Recommendations are developmentally appropriate.
- Functionally relevant goals and objectives described.
- Include linguistically and culturally appropriate goals and objectives.
- Culturally and linguistically appropriate programs and services are recommended (bilingual-multicultural special education models).
- For students whose primary language is other than English, the report should include L1 and L2 language recommendations.

References

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Appendix A

Basic Interpersonal Communication Skills/ Cognitive Academic Language Proficiency BICS/CALP Model

Basic Interpersonal Communication Skills/ Cognitive Academic Language Proficiency

Cummins' Iceberg Model

- BICS is the small visible surface level of language ability
- CALP is the larger, hidden, deeper structure of language ability
- Proficiency in L1 is required to develop proficiency in L2
- Common underlying proficiency facilitates transfer of cognitive skills

Basic Interpersonal Communication Skills (BICS)

- Ability to communicate basic wants and needs
- Ability to carry on basic interpersonal conversations
- Takes 1-3 years to develop
- Insufficient to facilitate academic/ success

Cognitive Academic Language Proficiency (CALP)

- Ability to communicate thoughts/ideas with clarity and efficiency
- Ability to carry on advanced interpersonal conversations
- Takes at least 5-7 years to develop, possibly longer
- CALPs required for academic success

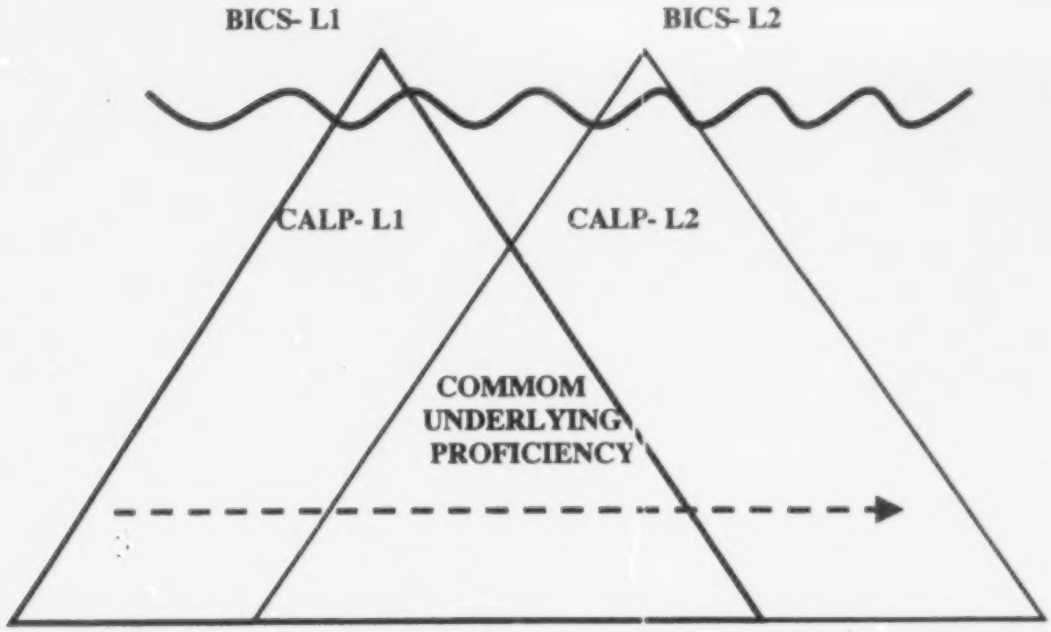

Illustration Adapted from Cummins (1984) Bilingual and Special Education: Issues in Assessment and Pedagogy.

Appendix B

Applications of Cognitive Theory to Second Language Acquisition

THE SECOND LANGUAGE LEARNER'S TASK

COGNITIVE STAGE	ASSOCIATIVE STAGE	AUTOMATIC PROCESSING STAGE	RETENTION OR ATTRITION
•Learner devotes intensive attention to the new language. •Learner makes deliberate efforts to make sense of it. •Learner engages in conscious mental activity in order to find meaning in the new language. •Learners may go through a silent period (delay language production) at the beginning of their exposure to L_2.	•Learners begin to develop sufficient familiarity with L_2 to use it for communication. •Learners may find difficulty using L_2 as a tool for learning complex information. •Language use characterized by errors that are gradually corrected. •Interlanguage is a temporary system that is restructured as the learner tests hypotheses about language and adds, drops, or modifies rules as a result of these trials.	•Learner uses language for functional purposes, whether social, academic, or technical. •Learner is able to process new information at the same time that language is in use. •Learners able to process language automatically. •Learner's performance in the language is like that of a native speaker.	•Initial competence gained in an L_2 and amount of subsequent practice opportunities affect how much of the language is lost or retained over time.

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Source: O'Malley, Chamot, & Walker (1987). Some Applications of Cognitive Theory to Second Language Acquisition. *SSLA*, 9, pp. 287-306.

Appendix C

Krashen's Theory of Second Language Acquisition

KRASHEN'S THEORY OF SECOND LANGUAGE ACQUISITION

Five Hypotheses

•The Acquisition-Learning Hypothesis

Krashen distinguishes between two distinct ways of developing the ability to speak a second language.

Acquisition is similar to the way children develop first language competence. It is a subconscious process. People are not aware that they are acquiring a language while they are doing so. What they are aware of is using the language for some communicative purpose. They cannot describe or talk about the rules they have acquired, but they have a feel for the language.

Learning a language is knowing **about** language or formal knowledge about the rules of the language (i.e., grammar) from explicit presentations about rules and error correction of usage.

•The Natural Order Hypothesis

Children acquire (not learn) grammatical structures in a predictable order. In English, for example, children acquire function words, and plurals among the earliest. Order of acquisition for a second language is similar but not identical. Linguists do not have information about every language structure, only a few; and there is individual variation among acquirers. Language teaching aimed at acquisition should not employ a grammatical syllabus, and therefore, should not concern itself in presenting language structures in a particular order.

•The Monitor Hypothesis

Acquisition, rather than learning, is responsible for our fluency in a second language, i.e., our ability to use it easily and comfortably. Conscious learning has one function: it can be used as an **editor** or **monitor**. We use conscious learning to make corrections, to change the output of the acquired system before we speak and write.

Three conditions must be met to use the "monitor" effectively:

1) **Time:** The user must have enough time to apply knowledge about the rules of the language to speech and writing. Normal conversation does not provide enough time to use the monitor.

2) **Focus on form:** The user must focus attention on the forms of language being used, i.e., thinking about correctness.

3) **Know the rule:** We have incomplete knowledge of the structure of language and, therefore, do no develop conscious awareness of all rules. Linguists concede that they have described only fragments of natural languages.

•The Input Hypothesis

We acquire language by understanding input containing i+1 (language that contains input with structure that are a bit beyond the acquirer's current level). We acquire language structure by understanding messages, and not by focusing on the form of the input or analyzing it. We use context, extra-

Source: Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.

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linguistic cues, and our knowledge of the world to help us interpret situation and language. Speech fluency emerges on its own over time. Speech will come when the acquirer feels ready. Early speech does not always conform to the adult standard. Grammatical accuracy develops over time.

Therefore, we need to expect a **"silent period"** which may last several months, before acquirers actually start to speak the second language. Use of the first language is not interference, but rather the speaker is falling back on old knowledge. Acquirers must be in situations involving genuine communications.

• The Affective Filter Hypothesis

This hypothesis deals with the effects of personality, motivation, self-confidence, and anxiety on second language acquisition. When acquirers are relaxed and confident, they are more likely to succeed in second language acquisition. High levels of anxiety interfere with acquisition of a second language. Higher motivation predicts more rapid acquisition of the second language. **Instrumental** motivation is present in situations where acquisition is a practical necessity. **Integrative** motivation exists where acquisition is a luxury. In either case, more motivation predicts more success.

• Implications for Teaching:

Classroom activities should emphasize communication rather than formal learning of rules and drills. Acquisition results from activities that focus on the content of the message rather than the formal structure of the message.

Classroom activities should minimize fear of making errors, or creating tension, and embarrassment. Creating a **low risk, non threatening** environment supports children's willingness to take risks with their new language.

Language instruction should be based on **natural interaction** for the negotiation of meaningful communication.

Errors are a natural part of the acquisition process. Correction should be limited to those errors which impede communication.

Source: Krashen, S.D. (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.

Appendix D

Stages of Second Language Acquisition

STAGES OF SECOND LANGUAGE ACQUISITION

PRE-PRODUCTION/COMPREHENSION

Sometimes called the "silent period", acquirers concentrate completely on figuring out what the new language means, without worrying about production skills. Second language learners may delay speech in L2 for up to one year.

listen	point	match	draw
move	choose	mime	act out

EARLY SPEECH PRODUCTION

Speech emerges naturally, usually from the time students have developed a reasonably extensive passive vocabulary (of about 500 words). Primary emphasis is still on the development of listening comprehension. Early speech will contain many errors. Typical stages of progression are:

Answering:	Providing:
yes/no questions	one-word answers
either/or questions	lists of words
	two word strings and short phrases

SPEECH EMERGENCE

Given sufficient input, speech production will improve. Sentences will become longer, more complex, with a wider vocabulary range. Numbers of errors will slowly decrease.

three words and short phrases	dialogue
longer phrases	extended discourse
complete sentences where appropriate	narration

INTERMEDIATE FLUENCY

With continued exposure to adequate models and opportunities to interact with fluent speakers of the second language, second language learners will develop excellent comprehension and their speech will reflect fewer grammatical errors. Opportunities to use the second language for varied purposes will broaden ability to use the language.

give opinions	analyze	defend	create
debate	evaluate	justify	
examine			

Adapted from: Terrell, T. *The natural approach to language theory: An update*. In Oller, J. W, Jr. and Richard-Amato, P. A. (eds.), Methods that work: A smorgasbord of ideas for language teachers. (1983), pp. 267-283. Rowley, MA: Newbury House Publishers, Inc.

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Appendix E

Assessing for Acculturation

Assessing Acculturation

Language, Familiarity, Usage, and Preference.

What language does your child use in the home?
Which language does s/he prefer to use?
What language does the child use with friends, relatives, etc.?
Do they code switch?
Who is the primary care giver and what language is used around the child? When with the primary caregiver, in what language does the child choose to communicate?
In what language is the child disciplined?

Ethnic Identity and Generation

What generation are you and what generational level is your child?
How do you identify yourself? How do you identify your child?

Cultural Exposure

What types of television shows does you child watch?
What is their favorite cartoon show?
What type of music does your child listen to and enjoy?
Do you read to your child? In what language do you read to the child?

Ethnic Interaction

Who do you and your child interact with the most?
Do you interact with family members of your native culture? How often?
What is your child's favorite food?
Do you and your family celebrate Christmas? How do you celebrate Christmas? Who do you family celebrate Christmas with?

Note: These are just introductory questions to get a sense of the type and degree of acculturation for the family and of the child.

Components of acculturation instruments modified for preschool populations (Adapted from ARSMA Cuéllar, I. , Harris, L.C., & Jasso, R. (1980). An acculturation scale for Mexican American normal and clinical populations. Hispanic Journal of Behavioral Sciences, 2(3), 199-207.; ARSMA II, Cuéllar, I., Arnold, B., & Maldonado, R. (1995). Acculturation Rating Scale for Mexican Americans-II: A revision of the original ARSMA scale. Hispanic Journal of Behavioral Sciences, 17(3), 275-304.; & Keefe & Padilla Multidimensional Scale- Keefe, S.E. & Padilla, A.M. (1987). Chicano Ethnicity. Albuquerque: University of New Mexico Press)

Assessing Acculturation
(Native American Form)

Language, Familiarity, Usage, and Preference

Is English spoken in the home?
What tribal language(s) are spoken in the home?
What language(s) do adults most often speak in the home?
Does the child speak a tribal language?
Is a tribal language used consistently in the home to communicate with the child?
What language does the child prefer?

Ethnic Identity and Generation

Where were parents born?
Where were parents raised?
Where does family currently live?
What contact does the family have with Native American communities?
Where was the child born?
Where is the child being raised?
How do parents identify themselves?
How do other family members identify themselves?
Does the child identify with parent's cultural values and beliefs? If so how?
What is the ethnicity of individuals parents most often associate with in their community?
What is the ethnicity of children the child most often plays with?

Ethnic Interaction

Does the family participate in Native American traditions?
Does the child participate in Native American traditions?
What foods does the child prefer?

Note: These are just introductory questions to get a sense of the type and degree of acculturation for Native American families and their child.

Components of acculturation instruments modified for preschool populations. (Adapted from ARSMA Cuéllar, I. , Harris, L.C., & Jasso, R. (1980). An acculturation scale for Mexican American normal and clinical populations. Hispanic Journal of Behavioral Sciences, 2(3), 199-207; The Native American Acculturation Scale, as described in Garrett, M.T., and Pichette, E.F., (2000). Red as an Apple: Native America acculturation and counseling with or without reservation. Journal of Counseling and Development. Winter, vol. 78, 3-13.

Appendix F

Linguistic and Conceptual Development Checklist

LINGUISTIC AND CONCEPTUAL DEVELOPMENT CHECKLIST

Student's Name:_____ Date of birth:_____Chronological age:____

Language Spoken:_____ _____

Questions	Yes	No	Don't Know
❑ Has the child been regularly exposed to L1 literacy-related materials?	___	___	___
❑ Is the child's vocabulary in the first language well-developed?	___	___	___
❑ Was the child's L1 fluent and well-developed when s/he began learning English?	___	___	___
❑ Have the child's parents been encouraged to speak and/or read in L1 at home?	___	___	___
❑ Has the child's L1 been maintained in school through bilingual education, L1 tutoring, and/or other L1 maintenance activities?	___	___	___
❑ Does the child show interest in L1 maintenance and interaction?	___	___	___
❑ Is the English classroom input comprehensible to the child?	___	___	___
❑ Does the child have frequent opportunities for negotiating meaning and practicing comprehensible output in English?	___	___	___
❑ Has the child been regularly exposed to enriching experiences such as going to museums, libraries, etc.?	___	___	___
❑ Has the child's school attendance been regular?	___	___	___
❑ Has the child had long-term exposure to standard English models?	___	___	___

The more "yes" answers that are checked, the more likely it is that the child has a good conceptual foundation for language and academic learning. The more "no" answers that are checked, the more likely it is that the child has underdeveloped conceptual and linguistic abilities due to limitations within the school and/or home environment, language loss, limited English practice opportunities, inadequate bilingual services, or a combination of these factors.

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Appendix G

Forms for Assessing Second Language Acquisition

Forms for Assessing Second Language Acquisition
reproduced with permission from
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ASSESSMENT FORM 1

NORMAL PROCESSES OF SECOND LANGUAGE ACQUISITION

Student's Name:_____Date of Birth:_____

Chronological Age:_____Assessment Date_____

Language Background:_____

_____

MAJOR SECOND LANGUAGE ACQUISITION PROCESSES

Please put a check mark beside the second language acquisition (SLA) processes you and/or other professionals believe the student is manifesting at this time. Record any comments that are relevant in this situation.

_____**Interference**
Comments:

_____**Interlanguage**
Comments:

_____**Silent period**
Comments:

_____**Codeswitching**
Comments:

_____**Language loss**
Comments:

ASSESSMENT FORM 2

AFFECTIVE SECOND LANGUAGE ACQUISITION VARIABLES

Student's Name:_____ Date of Birth:_____

Chronological Age:_____ Assessment Date____ _____

Language Background:_____ _____

_____ _____

Please put a check mark beside any variables you and/or other professionals believe are influencing the child's acquisition of English:

_____**Motivation**

___Acculturation (student and family's ability to adapt to the dominant culture)
___Enclosure with American culture (shared activities with Americans)
___Attitudes of child's ethnic group and dominant group toward one another
___Family plans to stay in/leave this country (circle one)
___Possibility that learning English is a threat to the student's identity
___Student's efforts to learn English are successful/unsuccessful (circle one)
___Student appears enthusiastic/unenthusiastic about learning (circle one)

Comments:

_____**Personality**

___Self-esteem
___Extroverted/introverted (circle predominant pattern)
___Assertive/non-assertive (circle predominant pattern)

Comments:

_____**Socioeconomic status** (similar to other children in school?)

Comments:

ASSESSMENT FORM 3

SECOND LANGUAGE LEARNING STYLES AND STRATEGIES

Student's Name:_____ Date of Birth:_____

Chronological Age:_____ Assessment Date_____

Language Background:_____

_____

Please comment on any second language learning styles and strategies that may characterize or be utilized by this student:

Avoidance (of situation, persons, topics, etc.).

Use of routines and formulas (e.g., "how are you?" or "have a good day!").

Practice opportunities (quantity and quality; who does the student interact with in English? In what settings? School? Neighborhood?).

Modeling (Who are the student's primary speech and language models? What languages do these models speak? If they speak English, what is the quality of their English? How much time does the student spend with them?).

Appendix H

Sample Evaluation Report

Sample Report

Name: Miguel

Birth date: XXXXXX

Sex: Male

Age: 3-5

Parent(s): XXXXXXXXX

Address: XXXXXX

Phone: XXXXXXXXXX

Work Phone: XXX-XXXX

Ethnicity: Hispanic

Primary Language(s) Spoken at Home: Spanish

Primary Language(s): Spoken by Child: Spanish

School: Birth-3 Program

Grade: Preschool

Evaluation Date: 4-27-00

Report Date: 4-29-00

Evaluation Team

Parent(s): XXXXXXX (Mother)
Educational Diagnostician: XXXXX
Speech-Language Pathologist: XXXXXXXXX
Early Intervention Specialist: From 0-3 Program
Physical Therapist: From 0-3 Program

Muitiple Sources
34 CFR Sec. 300.7
6.31.2.1 (F) (1)(a)NMAC

Background Information

This evaluation was conducted as part of the transition process from the birth-3 early intervention program to the DD preschool program for children identified as developmentally delayed. This evaluation was initiated on 3-16-00 by the birth-3 staff and the family. The primary reasons for the referral were due to continued concerns in the areas of receptive & expressive language, and Miguel's gross motor development.

Cultural Information
34 CFR Sec. 300.532(a)(1)(I)
6.31.2.10 (E) (1)NMAC

Family Background

Miguel lives with both his biological parents and older brother XXXXX. Mrs. XXXXXX reported that they have lived in the United States for the past 3 years. She further shared that she has a sister who lives with them and helps take care of the children when she and her husband are working. Additionally, Mrs. XXXXXX stated that they spend at least two months during the summer in Northern Mexico with their families.

Medical/Health History

Miguel was born prematurely at 35-36 weeks. Information provided by his pediatrician revealed that his overall development has been delayed since birth. He has had more than 4 ear infections over the past year. Mrs. XXXXX reported that Miguel has had a difficult time this year with allergies, requiring several visits to the pediatrician. It was also reported that there are no significant health or medical concerns at this time.

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Vision and Hearing Screening:

Both Miguel's vision and hearing were assessed on 4-5 00. Both screenings were passed with no concerns.

Referral and Screening Considerations

Educational History

Miguel has been receiving early intervention services through the birth-3 early intervention program. Miguel received early intervention services, speech-language, occupational, and physical therapy services, as well as service coordination.

The early intervention staff reported that Miguel has made progress over the past year. He is now able to use 1-2 word utterances to communicate with peers and adults during play. Miguel has also made considerable gains in his overall motor development. However, both the staff and the XXXXX family feel Miguel continues to require early intervention services at this time.

General Observations:

The evaluation took place at the birth-3 early intervention program. Rapport was established easily, allowing for the evaluation to begin with no difficulties. The evaluation was conducted in Spanish. Miguel was presented with both structured and unstructured play tasks. His behavior responses can be best characterized as enthusiastic and overall very pleasant. Based on observations and information shared by his mother, it is the opinion of both evaluators that this evaluation provides an accurate estimate of Miguel's developmental functioning at this time.

Multiple Measures
34 CFR Sec. 300.7
6.31.2.10 (F) (1)(a)NMAC

Evaluation Strategies & Procedures

The following formal and informal strategies and procedures were utilized as part of this evaluation.

Name	*Type*	*Purpose*
Home Bilingual Usage Estimate (HBUE)	Informal	Provides an estimate of the language(s) used in the home.
Language Proficiency Profile	Informal	Provides a profile of a child's language proficiency for instructional purposes.
Family Interview	Informal	Provides critical information regarding a child's development & needs based on the families expertise.
Play-Based Assessment	Informal	Provides a general estimate of a child's cognitive development within the context of play.
Preschool Language Scale –3 version	Formal	Assesses a child's ability to understand and use Spanish language.
Spanish Articulation Measure	Formal	Assesses phoneme production in single words.
Oral/Facial Exam	Formal	To examine the structural and functional adequacy of the oral structure (lips, tongue, jaw, velum).

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Language of administration determined as required by law.
34 CFR Sec. 300.532(a)(1)(ii)
6.31.2.10(E)(1)(3)NMAC

Language Dominance & Proficiency Profile

Home Bilingual Usage Estimate

The Home Bilingual Usage Estimate (HBUE) was administered in order to obtain an estimate of the language(s) used in the home by the XXXXX family. The HBUE provided a profile of the communication interactions in the home and the languages used most often in listening and speaking. In Miguel' s case, the languages assessed were Spanish and English. Based on the information provided by Mrs. XXXXXXX, Miguel's overall language experiences can be characterized as **Spanish Monolingual** at this time.

Spanish Monolingual indicates that Spanish is the primary language used in the home in both listening and speaking activities. Based on the results of the assessment, it was determined that Miguel performed reasoning, thinking, and problem solving tasks best when information was provided in Spanish. As such, Spanish was the language of administration for both formal and informal measure used as part of this evaluation.

Second language model utilized for interpretation.

Miguel's first language (Spanish) and second language (English) abilities were evaluated in order to assess his communication abilities in both languages. As previously noted, Miguel most often uses Spanish as his primary means of expressing his needs both at home and in the birth-3 program. Based on observations and direct interactions in play, it was evident that Miguel's Spanish language abilities (expressive and receptive) were delayed. This will be discussed later in this report. Miguel's English language abilities were characteristic of a child in the pre-production stage of second language acquisition. During this stage, children often engage primarily in nonverbal communication. In Miguel's case, this was true. He was observed using nonverbal communication strategies (pointing, moving towards objects he desired, and visually cueing adults and staff when he wanted a specific toy). He was not observed using English as a means of communicating at this time.

Family strengths, priorities, and concerns identified.
34 CFR Sec. 300.501 (2)(c)
6.31.2.13 (C)NMAC

Family Interview

The purpose of this interview was to gain an understanding of the family's strengths, concerns, and priorities at this time.

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Acculturation/identify information
34 CFR Sec. 300.532(a)(1)(i)
6.31.2.10(E) (1)NMAC

The XXXXX family are of Mexican ("Mexicanos" as reported by Mrs. XXXXXX) ethnic origin and reported that the primary language spoken in the home is Spanish. Mrs. XXXXXX stated that both she and her husband understand some English, however, Spanish remains the dominant language used at home. Mother reported that he primarily associates with relatives who speak primarily Spanish. Miguel watches Spanish television and listens to Spanish music in the home. Parents also identify themselves and Miguel as being Mexican.

Mrs. XXXXX shared both her concerns and positive milestones that Miguel has accomplished over the past year. Mrs. XXXXX is specifically happy with the progress Miguel has made in both his gross motor and fine motor development. She also shared that her primary concern at this time is in the area of language development. It is still difficult to understand Miguel and he often becomes frustrated when not understood.

Mrs. XXXXX also reported that she consistently must repeat requests (up to three times) to Miguel during play. She further shared that Miguel enjoys playing ball and interacting with other children who are also of Mexican decent, in a variety of play settings. She tries to read to Miguel in Spanish, however, he is only interested for a short period of time.

Acculturation to school seting

Mrs. XXXXXX indicated that staff members at the birth-3 program are very supportive. She cherishes them for their efforts. She further explained that this is comforting because other experiences in the community have not been so pleasant. Mrs. XXXXX reported that her older son, now in the 1st grade, has had a difficult time adjusting to school. She indicated that his teacher does not speak Spanish and this has made it difficult for him to receive the assistance he needs to be successful in school. She is concerned that this might happen to Miguel when he transitions into DD preschool.

Overall, Mrs. XXXXXX is very pleased with the developmental gains Miguel has achieved over the past year. She would like to continue to develop Miguel's language and motor skills next year. Mrs. XXXXX also commented that she feels that Spanish should be the primary language used with Miguel during preschool and therapy activities. She would like the staff to use English as a Second Language (ESL) strategies when English is being used during small and large group activities with children who's primary language is English.

Based on information gathered in the interview, the impression is that Miguel is an unacculturated and monolingual Spanish-speaking child. Thus, caution should be taken when interpreting results.

Information reported by developmental area
&
Traditional assessment practices adapted.

Cognitive Development

Cognitive Developmental Profile

Category		Functional Age Range
Play Skills	Relational or Functional Play	21-24 months
Early Object Use	Links objects into meaningful Sequences	24 months
Problem Solving	Recognizes operations of mechanisms; Matches primary shapes	24-27 months

A play-based assessment was conducted in order to identify how Miguel uses his cognitive skills in play to problem solve, learn from his experiences, and create meaning through his interactions. Other formal and informal evaluation procedures were attempted, however, Miguel did not demonstrate an interest in more structured activities.

Miguel interacted in a variety of structured and unstructured play settings. Throughout the evaluation, he expressed his enjoyment of activities by smiling, laughing, and engaging both evaluators and his mother in a variety of play experiences. Miguel most often demonstrated parallel and associative play skills. During parallel play, he played beside the evaluators, but did not make an effort to interact directly with them. This was most often the case when the activity focused on assessing Miguel's language and communication skills. When play activities were less structured and required more nonverbal interactions, Miguel was less hesitant to engage in associative play activities and demonstrated higher cognitive abilities.

Miguel also demonstrated characteristics of functional play. He consistently demonstrated play skills such as manipulating objects simply for the enjoyment of the experience. Miguel also demonstrated relational play skills. He demonstrated relational play skills by using toys, playground equipment, and other manipulatives for the purpose for which they were intended.

In regards to his development of play skills, Miguel had the most difficulty performing constructive play skills. During this type of play he was required to demonstrate an end goal that required the sequencing of play events to achieve specific tasks (e.g., stacking blocks to build a house, cutting playdough to make a happy face). During these play activities he became frustrated and consistently withdrew from the activity. His mother reports that this is consistent to observations made at home. She states that she has tried to introduce sorting activities (food, clothes, people), however, Miguel simply does not show an interest.

Overall, Miguel demonstrated both parallel and associative play behaviors during the evaluation. It is important to note that the evaluation was conducted in Spanish, and as such, this profile reflects Miguel' ability to respond to requests and play sequences presented in Spanish. He most often demonstrated cognitive skills within the 24 month age range, with scattered skills evident throughout the areas assessed. Based on Mrs. XXXXX reports and the results of assessing acculturation and language proficiency, these results are deemed reliable and valid.

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Expressive and Receptive Language

The Preschool Language Scale-3 (PLS-3) Spanish Edition was administered in order to assess Miguel' s ability to understand (receptive language) and use language verbally (expressive language) in Spanish. Miguel was shown a set of drawings as well as objects and was asked to identify and perform several tasks. The following are scores he obtained on this assessment measure. It should be noted that the PLS-3 Spanish edition is a translated instrument, however, the PLS-3 Spanish edition has not been properly normed. Thus, caution must be taken when interpreting results.

Domains	Standard Score	Age Equivalent
Auditory Comprehension	74	2-1
Expressive Communication	60	1-3
Total Language Score	**63**	**1-8**

Results from the PLS-3 indicated that receptively, Miguel was able to demonstrate an understanding of pronouns such as "mi, tu, and el"; understand quantities, spatial relationships, descriptive concepts, and recognize actions in pictures.

Areas of receptive difficulty included the understanding of: the use of objects; pronoun use; part/whole relationships; descriptive concepts; and the use of negatives. Miguel also had difficulty grouping objects. The standard score of 74 that Miguel received on this measure places him close to 2 standard deviations below the mean indicating severe receptive language deficits.

Expressively, Miguel' strengths were in the areas of: varying the sounds produced in syllable strings; imitating single words; and producing a succession of single word utterances. Miguel has a vocabulary of more than 20 words.

Areas of difficulty included: naming objects and pictures; using pronouns such as *mi, mio, y tu*; using question inflection; and using plural forms. The Standard Score of 60 that Miguel received on the expressive portion of the PLS placed him at 2 standard deviations below the mean indicating that he is demonstrating severe language deficits at this time.

It should be noted that although this particular assessment tool was administered in Spanish, it is a direct translation of the English version of the PLS-3 and was not normed using Spanish-speaking children. The information obtained from the PLS-3 Spanish ed. provided important information regarding Miguel' abilities to understand and use language. However, actual reported scores should be viewed with caution and used appropriately in making judgments.

Cautions noted
34 CFR Sec.
300.532(a)(1)(i)
6.31.2.10(E) (1)NMAC

Caution noted regarding the use of standardized scores.

A) Yes — Miguel performed 2 standard deviations below the mean In the area of receptive and expressive language, as measured by the Preschool Language Scale (Spanish Version). **Caution should be given in the use of these scores for eligibility determination.**

B) Yes — More than a 30% delay has been determined in his cognitive development as measured by the play based assessment; receptive and expressive language development; as measured by the Preschool Language Scale; and his gross motor development as measured by the Peabody Developmental Motor Scales (Refer to P.T. report).

C) Other — Miguel demonstrates a severe delay in both his articulation and phonological development, as measured by a detailed phonetic inventory of spontaneous utterances, and clinical judgement.

*** It is the opinion of this evaluation team and the family, that standard scores should be used to describe strengths and weaknesses in Miguel's development. The 30% criteria is a more precise estimate of Miguel's needs at this time, especially in the presence of the cultural and linguistic variables assessed.**

Language Recommendations

Recommendations to the Family and Staff

1. Cultural and Linguistic Considerations in instruction and therapy

Miguel' overall language in terms of language proficiency and dominance are best characterized as Spanish Monolingual. It will be important for the family to begin to focus on developing basic concepts in Spanish. He and his family also seem to maintain native cultural values, beliefs, and traditions.

- It is strongly recommended that instruction and therapy by provided in Spanish within an appropriate cultural context.
- When English is used as the primarily language of instruction, it is recommended that ESL strategies be implemented and utilized consistently with Miguel.
- It has been determined that Miguel is demonstrating English language skills in the pre-production stage of second language acquisition. Therefore, English language instruction should focus on developing functional language that is immediately useful for Miguel and his family. Examples include (foods, names of common objects in the home and classroom, names of common places and facilities in the school, etc.). This could also assist in his acculturating to the school environment.

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Articulation and Intelligibility

The Spanish Articulation Measure (SAM) was attempted but not completed due to Miguel's disinterest in the measure. When shown a set of pictures, Miguel would not verbally name them. When provided with a model of the words, he would smile and direct his attention to other objects in the room. A phonetic inventory gathered during Miguel' spontaneous word productions revealed him to produce the following sounds in single words: /b, p, m, d, t, k, m, n, s, l, w/. Miguel spoke using mostly one-word utterances but was observed to use two word utterances on several occasions. An informal analysis of his single word productions revealed Miguel to be demonstrating the following phonological process usage (strategies children use to simplify and approximate the adult form of a word):

Examples of Phonological Processes

Initial consonant deletion	"Mar" for "Omar"
Final consonant deletion	"do" for "dos"
Cluster reduction	"tes" for "tres"
Stopping	"pete" for "sie.e"

It should be noted that most Spanish-speaking children suppress the use of almost all phonological processes by the age of 3 1/2. However, it is not uncommon for children to continue to reduce consonant clusters up to the age of 5. *Miguel is demonstrating an excessive amount of phonological process usage for his age indicating a significant delay in his phonological development.*

Speech Sample:

A formal speech sample could not be obtained during the evaluation due to Miguel' limited spontaneous communication with examiners. An informal assessment of his single and two-word productions revealed him to be intelligible only with careful listening and a known context.

On average, a 3-year-old child should be able to communicate using sentences averaging 3 to 4 words in length, and should be 98-100% intelligible to the unfamiliar listener. *When compared to children his age, Miguel is demonstrating significant delays in expressive language and his ability to be understood.*

Oral Motor Skills

A formal oral peripheral examination was completed in order to assess the structural and functional adequacy of Miguel' oral musculature. Miguel did not fully participate in the Oral Motor Exam but did imitate some labial (lip) and lingual (tongue) movements.

Evaluation of Miguel's jaw movements indicated adequate range of motion and symmetry when opening and closing his mouth. When eating crackers with peanut butter, Miguel was observed to chew using an up and down motion rather than a rotary chew. He was also noted to fill his mouth with more food before swallowing the previous bite. Observation of his dentition indicated a normal arrangement of teeth with good hygiene.

When performing labial tasks, Miguel demonstrated adequate lip rounding for blowing bubbles. When asked to puff his cheeks with air, his lip strength was reduced, allowing air to escape. However, lip closure was adequate for keeping liquids in his mouth when drinking juice.

When executing lingual tasks, Miguel appeared to have normal mobility for moving his tongue to the right and left sides of his mouth, up and down, and in and out of his mouth.

Overall, Miguel' oral structure is considered to be adequate in structure and function for the production of speech.

Voice and Fluency

An informal assessment of Miguel' voice indicated adequate vocal quality. Miguel did not demonstrate vocally abusive behaviors (i.e., excessive yelling, repeated clearing of the throat etc.) nor did he demonstrate dysfluent behaviors. It is the opinion of the examiner that both Miguel' voice and fluency skills were adequate at the time of the evaluation.

Summary and Impressions:

Miguel is a sweet boy who has made tremendous gains over the past year. Equally important is his mother's perseverance and dedication to her son's overall needs and happiness.

At this time, Miguel is an unacculurated and monolingual Spanish speaking child. He is demonstrating a variety of strengths, emerging skills, and continual needs. In regards to his play skills, Miguel most often demonstrated cognitive skills within the 24-month age range. In terms of strengths, Miguel most often demonstrates both functional and relational play skills. His cognitive performance in play is consistent with evaluation results reported by the early interventionist at the birth – three program.

Comparison to other children with similar language experiences made.

The standard score of 74 that Miguel received on the Preschool Language Scale (Spanish Edition) places him close to 2 standard deviations below the mean indicating severe receptive language deficits. When compared to children his age who have had similar language experiences, he is also demonstrating significant delays in expressive language and his ability to be understood. Miguel has a vocabulary of more than 20 words. He is demonstrating an excessive amount of phonological process usage for his age indicating a significant delay in his phonological development.

Overall, Miguel' oral structure is considered to be adequate in structure and function for the production of speech. Furthermore, it is the opinion of the examiner that both Miguel' voice and fluency skills were adequate at the time of the evaluation.

Eligibility Statement:

Based on the results of this evaluation it has been determined that Miguel qualifies for special education services under the category of **Developmentally Delayed**.
Miguel has met all of the following criteria for eligibility:

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2. Cognition

- It is recommended that Miguel develops both his Constructive and Symbolic play skills.
- It is recommended that Miguel develop his problem solving skills to include:
  - A. Discriminating sizes (large, small)
  - B. Reproducing a variety of block designs modeled by an adult.
  - C. Sorting objects by color and size.
  - D. Completing simple puzzles (1-5) pieces.
  - E. Identifying objects by their use (which one do we eat with, which one do we brush our teeth with, etc.).

Developmentally appropriate/functionally relevant recommendations

3. Expressive and Receptive Language

It is important that Miguel be provided with language-rich experiences in Spanish to include such things as:

a.) Allowing him to engage in cooking activities at home- discuss the sequence of events that will occur (what you will need to do first, second etc.). Provide him with vocabulary needed to understand the activity (bowl, spoon, flour, mix, pour etc.). Give him choices (do you want to mix or pour?).

Read and discuss books- because Miguel is not showing a great interest in books at this time it will be important to continue to read to him at short intervals. Select a book that contains many pictures and very few pages. More important than actually reading the story, it is important to talk about the pictures with Miguel. Provide him with names of the pictures ("look at the tree"), describe the pictures ("what a "*tall*" tree with "many green leaves"), talk about actions ("look at the girl who is "*jumping*"). Remember that you want Miguel to enjoy books so initially you don't want to put pressure on him to talk about the book.

Finger plays and songs- sing simple nursery rhymes or songs that contain motor movement such as: "itsy-bitsy spider" (aranita pequenita), Old MacDonald, 5 little monkeys. Select songs that are past down through the generations or songs that you used to enjoy as a child.

Sorting and categorizing- allow Miguel to help you with things at home that require him to categorize things. When you are separating laundry, let Miguel help separate things by color, size, and type of clothing (all together). Or, let him help you put utensils away (separate forks, spoons, and knifes). Categorizing can also be taught at the grocery store. Explain to Miguel that first you will be getting the fruit, then the vegetables etc., letting him know that each thing belongs to a particular category.

It is also important to encourage Miguel to verbally respond to you by giving him choices. At this point in Miguel' development, he needs consistent modeling of appropriate language. He is not ready to develop sentences on his own therefore, he will need verbal responses to be modeled for him. When Miguel pulls you to the kitchen and points to the refrigerator, go with him and wait to see if he will verbally request something. If he is unable to, give him choices ("Do you want juice or milk?"). If he points to milk, say "Oh you want **milk**" or "Milk please". With consistent modeling, Miguel will begin to imitate the language you model.

3. Articulation and Phonology

It is recommended that Miguel continue to receive therapy in Spanish focusing on the development of age-appropriate speech sounds in isolation and in the initial, medial, and final positions of single words. Remediation of problematic speech sounds can also be developed at home by providing him with play activities or books that contain the target sound as well as providing him with the correct model of the sound.

It is also recommended that speech therapy focus on the remediation of the interfering phonological processes listed in this report. Supplemental activities should be shared with Mrs. XXXX so that she can work on specific tasks at home.

"As mentioned before, it is imperative that speech-language services be provided in Miguel' native language, Spanish.

Final decision regarding eligibility and educational support services, will be determined as part of the Individualized Education Program meeting.

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Appendix I

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Appendix J

Resource List

Resources

Academic Communication Associates
Contact: Larry Mattes, Ph.D.
Phone: (760) 758-9593
Email: acom@acadcom.com
Web Address: http://www.acadcom.com

American Speech and Hearing Association (ASHA)
Phone: 1-800-638-8255
Web Address: http://www.asha.org/

Council for Exceptional Children (CEC)
Phone: 1-888-CEC-SPED
Web Address: http://www.cec.sped.org/

National Clearing House on Bilingual Education (NCBE)
Phone: (202) 467-0867
Email: askncbe@ncbe.gwu.edu
Web Address: http://ncbe.gwu.edu

New Mexico Department of Bilingual/Multicultural Education
Contact: Mary Jean Haberman
Phone: (505) 827-6666
Web Address: http://sde.state.nm.us/divisions/learningservices/index.html

New Mexico Department of Special Education
Phone: (505) 827-6541
Web Address: sde.state.nm.us/divisions/learningservices/specialeducation/index.html

Multicultural Evaluation & Consultation Associates (MECA)
Contact: Jeff Flores, Director
Phone: (505) 647-1792
Email: jmeca@zianet.com

Project Na'nitin
University of New Mexico
Center for Development and Disability
Phone: (505) 272-3000
Contact: Dr. Allison/Chris Vining

The Compañeros Project, New Mexico State University
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